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CURRICULUM JOURNAL

Vol. 6 : No. 8.

December 1, 1935.

ANNUAL LIST OF OUTSTANDING COURSES OF STUDY

Compiled by

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and
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Introduction

For the last ten years an annual form letter has been sent by the Curriculum Construction Laboratory of Teachers College to each of the 7,000 state, city, and county superintendents, requesting curriculum materials. In addition, a special and more detailed request has gone to a selected list of 200 communities where the most forward-looking curriculum programs have been under way. As a result, over 33,000 courses are now on file in the laboratory and library.

Each year the courses received have been rated according to the procedure described in Rating Elementary School Courses of Study.^{*} This year some changes have been made in the procedure. The compilers of this list first went through the courses with the criteria in mind and sorted out by inspection those which in their judgment stood little chance of ranking in the top ten per cent. The remaining courses were then judged on a comparative basis. Therefore, the courses appearing on the following lists are those which in the judgment of the compilers are better generally than the others which were not included on these lists. This, of course, is a different scheme of rating than one which would set up definite standards according to a single and agreed-upon set of philosophical principles. On the other hand, of the courses examined, those on these lists probably represent the most outstanding developments in curriculum making.

The group making the ratings is now attempting to develop three sets of criteria for rating courses, one based on a conservative philosophy, one on a middle ground, and one on a more radical point of view. The group is finding it a most interesting but extremely difficult task. There seem to be many conservative-progressives and many radical-conservatives.

The total number of courses rated since 1924, including those published in the CURRICULUM JOURNAL during the past three years and those in this list are: Elementary, 23,570; junior high school, 5,183; and senior high school, 4,490.

A complete list of judged outstanding courses of study since 1924 can be secured by utilizing the following, in connection with this list:

- (1) The list in Rating Elementary Courses of Study^{**}
- (2) The cumulative lists dated October, 1933^{***}
- (3) Supplementary list dated January, 1935^{***}

^{*} Stratemeyer, Florence B. and Bruner, Herbert B. Rating Elementary School Courses of Study. New York: Bureau of Publications, Teachers College, Columbia University. 1926. p. 193.

^{**} Ibid., pp. 147-156.

^{***} Mimeographed lists compiled by Herbert B. Bruner, Arthur V. Linden and others. Judged Outstanding Courses of Study. Teachers College, Columbia University.

I. ELEMENTARY COURSES OF STUDY

a. Arithmetic

1. Evanston, Ill. - Course of study in arithmetic. Kindergarten, grades 1-3, 1934.
2. Evanston, Ill. - Arithmetic syllabus. Grades 4-6, 1934.
3. Evanston, Ill. - Course of study in arithmetic. Grades 7-9, 1935.
4. Lynn, Mass. - Arithmetic. A tentative course of study for grade 4, 1933.
5. Minneapolis, Minn. - Course of study in arithmetic for the elementary school. Grades 1-6, 1935.
6. Montclair, N. J. - Arithmetic course of study for kindergarten, first, second and third grades. 1934.
7. Scotia, N. Y. - Number experiences in primary grades. Grades 1-3, 1934.

b. Art

8. Minneapolis, Minn. - Course of study in art education. Kindergarten, grades 1-3, 1935.

c. Character and Guidance

9. Montgomery County, Md. - Life unit. Grades 1-6, 1935.
10. Winona, Minn. - References in character education for elementary grades. 1934.
11. Seattle, Wash. - Successful living. Grades 1-12, 1935.

d. English

12. Baltimore County, Md. - Course of study in English, part I. Grades 1-3, 1935.
13. Baltimore County, Md. - Course of study in English, part II. Grades 4-6, 1935.
14. Fort Worth, Texas - Language arts. A tentative course of study for grades 1, 2, 3, 4, 5, 6. Curriculum bulletins Nos. 141, 142, 143, 144, 145, 146. 1935.
15. Minneapolis, Minn. - Course of study in English. Kindergarten, grades 1-6, 1935.
16. Perth Amboy, N. J. - Tentative course of study in English. Kindergarten, grades 1-3, 1935.
17. Puerto Rico. Universidad, Rio Piedras. The teaching of English in the primary grades for Puerto Rico. College of education publications no. 12. 1935.

e. English : Handwriting

18. Fort Worth, Texas - Language arts. A tentative guide for the teaching of handwriting. Grades 1-7. Curriculum bulletin no. 151. 1935.

f. English : Reading and Literature

19. East Greenwich, R. I. - A guide and study for the teaching of reading. 1934.
20. Fort Worth, Texas - Language arts. A tentative guide for the teaching of reading. Grades 1-3. Curriculum bulletin no. 150. 1935.
21. Fort Worth, Texas - Language arts. A tentative guide for recreatory reading literature. Grades 4-6. Curriculum bulletin no. 152. 1935.
22. San Jose, Calif. - Teachers' guide and course of study in reading. Grades 1-6, 1935.

g. English : Spelling and Phonetics

23. Amsterdam, N. Y. - The place and value of phonetics. 1934.

h. General

24. Kansas State - Course of study for the elementary schools of Kansas. 1932.

i. Kindergarten-Primary

25. Beloit, Wis. - Kindergarten course of study for the Beloit Public Schools. 1933.
26. Watertown, N. Y. - Curriculum guidance for kindergarten groups. 1934.

j. Library

27. Denver, Colo. - Library instruction. Monograph no. 27. Grades 1-6, 1929.
28. Detroit, Mich. - The use of the library. Grades 1-6, 1931.
29. Lakewood, Ohio - A tentative course of study for elementary schools. Grades 1-6, 1934.
30. Watertown, N. Y. - Curriculum guidance in the use of libraries. Grades 1-9, 1934.

k. Music

31. Berkeley, Calif. - Course of study monographs. Primary cycle. 1934.
32. Berkeley, Calif. - Course of study monographs. Elementary cycle. 1934.
33. Lakewood, Ohio - A tentative course of study for elementary schools. Kindergarten, grades 1-6, 1933.

l. Physical Education

34. Lakewood, Ohio - Physical education, a tentative course of study for elementary schools. Kindergarten, grades 1-6, 1933.
35. Los Angeles, Calif. - Teaching guide for physical education. Grades 1-2. School publication no. 267. 1935.

m. Science

36. California State - Science guide for elementary schools. Volume I. 1934.

37. Montgomery County, Md. - Science. Grades 1-6, 1934.
38. New Rochelle, N. Y. - Course in elementary science. Grades 1-6, 1935.
39. Philippine Islands - Course of study in gardening and elementary science for grade 4. 1934.
40. San Mateo County, Calif. - Elementary science. Grades 1-6 (rural schools). 1934.

n. Social Sciences

(including social studies, geography,
history and civics)

41. Des Moines, Iowa - Social studies course of study. Kindergarten, grades 1-2, 1934.
42. Fresno, Calif. - Social Studies. Grades 1-2, 1934.
43. Iowa (University) - Course of study in pioneer life. 1935.
44. Madison, Wis. - Social Studies. Kindergarten, grades 1, 2, 3, 4, 5, and 6. 1934.
45. Minneapolis, Minn. - A course of study in elementary school social studies. Grades 4, 5, 6. 1934.
46. Montclair, N. J. - Tentative course of study in the social studies in the kindergarten, first, second and third grades. 1930.
47. Okmulgee, Okla. - Social science. Grades 5-6, 1934.
48. Pennsylvania State - Geographic education in elementary and junior high schools. Bulletin no. 91. 1935.
49. Reading, Pa. - Course of study in geography. Grades 4-6, 1934.

II. JUNIOR HIGH SCHOOL COURSES OF STUDY

a. Art

50. Delaware State - Curriculum suggestions for junior and senior high schools (art). Revised 1934.
51. Idaho State - Tentative course of study in art for junior and senior high schools. 1933.
52. Minneapolis, Minn. - Course of study in art. Junior high school. 1935.

b. Character and Guidance

53. Columbia, Mo. - Guidance manual no. 1. Curricularized materials for the home room. 1935.
54. Columbia, Mo. - Guidance manual no. 2. The home room. 1935.
55. Columbia, Mo. - Guidance manual no. 3. Creative and curricularized material for the home room. 1935.
56. Montgomery County, Md. - Life unit. Grades 1-6, 1935.
57. Seattle, Wash. - Successful living. Grades 1-12, 1935.

c. Commercial

58. New York (State) University - Secretarial practice syllabus. 1935.

d. English

59. Baltimore, Md. - Units of work and standards of attainment. (Supplement to course of study in English). Grades 7-12, 1934.
60. Baltimore County, Md. - Course of study in English. Grades 7-9, 1935.
61. Florida State - Course of study for Florida high schools. Volume II, number 1. Grades 7-12, 1934.
62. Fort Worth, Texas - Language arts. A tentative course of study for oral and written expression. Grades 7-8. Curriculum bulletin no. 147. 1935.
63. Fort Worth, Texas - Language arts. A tentative course of study for literature. Grades 7-8. Curriculum bulletin no. 148. 1935.
64. Idaho State - Tentative courses of study in English for junior and senior high schools. 1932.
65. Indianapolis, Ind. - Course of study in English. Grades 7-9, 1934.
66. Lakewood, Ohio - A tentative course of study for junior high schools. Grade 8, 1934.
67. Minneapolis, Minn. - Course of study in English composition, grammar and literature. Grades 7-9, 1935.

e. English : Spelling and Phonetics

68. Minneapolis, Minn. - An experimental course of study in spelling for grades 7, 8, and 9. 1935.

f. General

69. Virginia State - Tentative course of study for the core curriculum of Virginia Secondary Schools. Grade 8, 1934.

g. Home Economics

70. Berkeley, Calif. - Course of study monograph in home economics. Grades 7-12, 1934.
71. Florida State - Home economics course of study for Florida high schools. Grades 7-12, 1935.
72. Lakewood, Ohio - Home economics. A tentative course for junior high schools. 1933.

h. Industrial Art

73. Baltimore, Md. - Tentative course of study in electrical work - prevocational classes. Junior high school. 1934.
74. Baltimore, Md. - Tentative course of study in wood work - prevocational classes. Junior high school. 1934.
75. Baltimore, Md. - Revised junior high school course of study in printing. 1934.
76. Baltimore, Md. - Tentative junior high school course of study in machine shop practice. 1934.
77. Baltimore, Md. - Tentative course of study in general metal work. Junior high school. 1934.
78. Denver, Colo. - Metal work course. Grade 8, 1934.

79. Delaware State - A reprint of a course in manual arts. Grades 7-10. 1933.
80. Idaho State - Tentative course of study in industrial arts for junior and senior high schools. 1933.

i. Library

81. Denver, Colo. - Library instruction monograph no. 28. (Including supplement). Grades 7-12, 1930.
82. Detroit, Mich. - The use of the library. Grades 7-9, 1926.
83. Lakewood, Ohio - A tentative course of study for junior high schools. Grades 7-9, 1933.
84. New York (State) University - Library instruction. Bulletin no. 1026. Grades 7-9, 1933.
85. New York City - Guide for librarians. Grades 1-9, 1933.
86. Pennsylvania State - Library manual. Bulletin no. 69. Grades 7-12, 1933.
87. Watertown, N. Y. - Curriculum guidance in the use of books and libraries. Grades 1-9, 1934.

j. Mathematics

88. Lakewood, Ohio - Mathematics, a tentative course for junior high school. Grades 7-8, 1935.
89. Passaic, N. J. - Course of study in mathematics. Grades 7-8, 1935.

k. Music

90. Lakewood, Ohio - A tentative course of study for junior high schools. 1933.

l. Physical Education

91. Lakewood, Ohio - A tentative course of study for junior high school boys. Grades 7-9, 1932.
92. Lakewood, Ohio - Physical education, a tentative course of study for junior high school girls. Grades 7-9, 1932.
93. Long Beach, Calif. - Physical education course of study for junior high school boys. 1935.
94. New York (State) University - Physical education syllabus, book IV. Grades 7-12, boys. 1935.

m. Science

95. Indianapolis, Ind. - Course of study in general science. Grades 7-9, 1935.

n. Social Studies

96. Lakewood, Ohio - A tentative course of study for junior high schools. Grade 7. 1932.
97. Pennsylvania State - Geography education in elementary and junior high schools. 1935.

III. SENIOR HIGH SCHOOL COURSES OF STUDY

a. Art

98. Delaware State - Curriculum suggestions for junior and senior high school (art). Revised 1934.
99. Idaho State - Tentative course of study in art for junior and senior high schools. 1933.

b. Character and General Guidance

100. Montgomery County, Md. - Life unit. Grades 1-6, 1935.
101. Seattle, Wash. - Successful living. Grades 1-12, 1935.

c. Commercial

102. Oakland, Calif. - Preliminary outline of course of study in personal business problems. Grades 9-12, 1935.

d. English

103. Baltimore, Md. - Units of work and standards of attainment. Grades 7-12, 1934.
104. Florida State - English course of study for Florida high schools. 1932.
105. Fort Worth, Texas - Language arts, a tentative course of study for oral and written expression. Grades 9-11. Curriculum bulletin no. 149. 1935.
106. Idaho State - Tentative courses of study in English for junior and senior high schools. 1932.
107. Lakewood, Ohio - A tentative course of study for senior high school. 1933.
108. New York (State) University - Syllabus in English for secondary schools. Grades 7-12, 1934.
109. North Dakota State - English course of study for North Dakota high schools. 1935.

e. Home Economics

110. Berkeley, Calif. - Course of study monograph in home economics. Grades 7-12, 1934.
111. Florida State - Home economics course of study for Florida high schools. Volume II, part VII. Grades 7-12, 1935.

f. Industrial Arts

112. Idaho State - Tentative course of study in industrial arts for junior and senior high schools. 1933.

g. Languages : Latin, German, French, Spanish

113. Des Moines, Iowa - Course of study in French for secondary schools. 1935.
114. Idaho State - Tentative courses of study in modern languages, dramatics, public speaking and journalism for high schools. 1933.

- 115. Kansas State - Course of study for high schools. Part VI - Foreign languages. 1934.
- 116. Pennsylvania State - Courses of study in modern languages - French, German, Spanish. Bulletin 55. 1930.
- 117. Pennsylvania State - Course of study in foreign languages. Latin. Bulletin 51. 1929.

h. Library

- 118. Denver, Colo. - Library Instruction. Monograph no. 28. Grades 7-12, 1930. (See supplement, also.)
- 119. Los Angeles, Calif. - School library system. (School publication no. 235.) 1933.
- 120. New York (State) Library Instruction, Bulletin no. 1026. Grades 7-12, 1933.
- 121. Pennsylvania (State) Library Manual, Bulletin no. 69. Grades 7-12, 1932.

i. Mathematics

- 122. Kansas State - Course of study for high schools. Part III - Mathematics. 1935.

j. Physical Education

- 123. New York (State) University - Physical education syllabus, book IV. Grades 7-12, boys. 1935.

k. Science

- 124. Idaho State - Tentative courses of study in general science, biology, chemistry and physics for high schools. 1933.
- 125. Jersey City, N. J. - Syllabus in general science I and general science II. Grade 9, 1933.

l. Social Sciences

(including social studies, history,
economics, etc.)

- 126. Cleveland, Ohio - Course of study in current history. Grades 10-12. 1934.
- 127. Idaho State - Tentative courses of study in community civics, vocations and social and economic problems for high schools. 1933.
- 128. Idaho State - Tentative course of study in world history, ancient and medieval history, modern history and American history for senior high schools. 1932.
- 129. Kansas State - Supplement to Part IV. History and social science, International Relations. 1933.
- 130. Los Angeles, Calif. - A-11 social studies. Some problems of American Citizenship. Grade 11. Mimeographed publication no. 20. 1935.
- 131. Minnesota State - Supplement to Modern History. Grade 10. 1935. (Bulletin no. BC-2A).
- 132. Oakland, Calif. - Outline and guide for course in contemporary problems. A two-year integrated course in problems and values of today. Grades 11-12, 1935.

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A GUIDE TO CURRICULUM ADJUSTMENT FOR MENTALLY RETARDED CHILDREN¹

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In a bulletin of the University of the State of New York, dealing with the organization of special classes for subnormal children, is found the following statement: "There is in the special class field an opportunity to achieve superior teaching which is easier of attainment than in almost any other part of the school system. This statement is justified by the fact that only in this field is there a freedom from prescribed requirements, examinations, promotions, traditions and prejudices. There is an opportunity here to place the emphasis of education where it belongs -- upon the development of a socially efficient individual."²

While there may be some disagreement as to the ease of attaining superior results in this field, the statement quoted is significant in that it calls attention to the "freedom from prescribed requirements" that makes it possible to place the emphasis where it belongs -- "upon the development of a socially efficient individual." Perhaps all of education is now working in this direction, but in the provisions made for retarded children the schools have for years definitely recognized the necessity of laying aside uniform standards of achievement and of permitting the teacher to plan her own program with considerable freedom.

Unfortunately some teachers, some principals, and even some supervisors have not known how to use such freedom. As a result it has all too often been either unused or abused. There have been teachers of special classes for retarded children who never could get away from the standards of the 3 R's and who made the day's work a miniature of the regular class program. There have been others who in attempting to use their freedom have found themselves and their pupils in the midst of an orgy of "busy work", without co-ordination and without much purpose other than the name implies.

Even on the part of experts there has been frequent questioning as to what the curriculum for retarded children should involve. Educational developments of the past 20 years have shifted emphasis more and more to the consideration of the "socially efficient individual" of whom the New York bulletin speaks. Yet to analyze for each child the concept of social efficiency and to determine the means of developing it is not an easy matter. Some exceedingly constructive work has been done, but on the whole there is still only a vague conception of how the problem should be handled.

The United States Office of Education counts among the fields of its interests the education of mentally retarded children. Realizing the importance of clarifying our concepts of values in this field, it called a three-day

¹ Report of a Conference called by the U. S. Office of Education.

² University of the State of New York, Bulletin, No.940, January 15, 1930.

conference in October 1934, to which were invited thirteen specialists actively at work in the field of mental deficiency. These represented city and private day schools, State and private residential schools, State departments of education, and teacher-training institutions. The classroom teacher, the supervisor, the administrator, the psychologist, and the psychiatrist were all included in order that the problem might be studied from every angle related to the teaching of the child.³

This was the first conference of its kind, organized on a national basis, sponsored by a Federal agency, and bringing to Washington a group of persons from the North, South, East, and West to deliberate for three consecutive days on just one topic -- the curriculum for mentally retarded children. No one was asked to present a prepared paper or to expound his own point of view. In fact, the request was specifically made that so far as possible each person should come to the conference without convictions already formulated or prejudices preconceived; that from the first moment of the first day to the last moment of the third day each person should attempt along with others of the group to think through the problems presented. In other words, the conference was a thinking conference rather than a performing conference. The only agenda prepared consisted of certain broad divisions of the subject at hand, to be used as a means of conserving time and of giving logical direction to the thinking program.

Obviously under such circumstances the first thing to be done was to define the problem and to set up certain objectives to be achieved through the conference. This was the order of business of the first session, at which the conferees themselves set the program as follows:

First: "Mentally retarded children" were to be defined as those who because of poor intellectual endowment are unable to cope with the standard requirements of regular grades and are therefore considered fit subjects for enrollment in a so-called special school or class for intellectually deficient children. These would include approximately the lowest two to five per cent of the school population. It will be noted that the term "mentally retarded" was thus used as the more kindly way of designating "mentally deficient" children. Many children of course are only slightly retarded in intellectual development who would not be included under the terminology "mentally deficient." For purposes of the conference, however, the two terms were synonymous as referring to the seriously deficient but educable children in our schools and institutions.

Second: Consideration should be given to curriculum adjustment for mentally retarded children, wherever they might be found. Whether in a regular or in a special elementary class, in a city school or in a rural school, in a regular secondary school or in a special prevocational or vocational

³ Members of the conference were: Meta Anderson, New Jersey; Florence Beaman Bock, New York; Charles Scott Berry, Ohio; May E. Bryne, Minnesota; Virgil E. Dickson, California; Ransom A. Greene, Massachusetts; Lillian M. Hoff, Massachusetts; Leta S. Hollingworth, New York; Edna Kugler, Pennsylvania; Thomas V. Moore, District of Columbia; Henrietta V. Race, Wisconsin; Bertha Schlotter, Illinois; Alice W. Wygant, Maryland.

school, in a day school or in a residential school, their curriculum needs are the same, the adjustment should be made in accordance with the limited capacities which they present. Hence, it was the purpose of the conference to come to some definite conclusions regarding the desirable curriculum adjustment to be made for them, in whatever segment of the school system they may be.

Third: The basic educational objectives applicable to the mentally deficient child, which should determine the type and degree of curriculum adjustment that must be made, involve the four principles of (1) educating each child in keeping with his capacities, limitations and interests; (2) educating each child for achievement on his own level, without attempting to force him into activities beyond his ability; (3) educating each child for some participation in the world's work and for participation in those social, civic, and cultural values which are within his reach; and (4) educating each child with full consideration of the best interests of all children.

It is significant that these four principles laid down for the education of mentally deficient children are no different from those that relate to all children. Bright, average, and dull -- all would come under their application. The difference is not one of essential relationships, but rather consists of the varying interpretation of those relationships as they apply to the different groups. Even the most brilliant child should be educated "in keeping with his capacities, limitations, and interests"; he too should be educated "for achievement on his own level"; for "participation in the world's work"; and "for participation in those social and cultural values which are within his reach." Not a word needs to be changed in stating the objectives. The change must be made in defining "achievement on his own level", in analyzing the "social and cultural values" in which the mentally deficient child can participate; in discovering "capacities, limitations, and interests" and in guiding the program accordingly.

Having established the concept, then, that the education of mentally deficient children is not a thing set apart from the education of other children but is a vital part of all education to which the objectives of all education can be applied, the conference proceeded to find out how that application was to be made. As a point of departure it attempted to visualize the mentally deficient child at the age of 16 or 18, leaving school to take his place in the world, whether that world be society at large or the smaller world of the institution. It attempted to determine the essential experiences which the child should have received by that time through the school curriculum, and on this basis to outline desirable curriculum content.

Many and devious paths of thinking brought the conferees to certain major conclusions. On each of these there was a rather remarkable consensus of opinion that augured well for the development of the education of retarded children. If the conference was representative of progressive thinking on the subject, then the results of its deliberations should have deep significance in guiding the work done in our special schools and classes for the mentally deficient. The fact that 13 persons could come together from almost as many States and from widely separated parts of the country and think their way through to essential agreement on all the issues involved in curriculum adjust-

ment makes one hopeful of the outcome.

Space does not permit any detailed discussion of the findings, but certain outstanding elements should be noted. Attention was given to the content of reading, of spelling, of language, and of numbers; and emphasis was placed upon the need of introducing in each of these fields material that is common to the social and industrial environment of the child, whether in city or rural community. The conference determined that the experiences and needs of the child himself must be the source from which curriculum content is drawn. Reading should emphasize street names, highway and traffic signs, food names, price lists, newspaper ads, names of household articles, family words, common animal and plant vocabulary, the sport page, and even the "funnies", with as much more reading content as the child is able to assimilate with interest and profit. Spelling and writing demands should be simple, being limited largely to writing letters home, applying for a job, ordering goods from a mail-order house, and other basic experiences. Language likewise should draw its material from these activities and interests of the child. Numbers should be taught through objective applications, as in marketing and personal budgeting, and should be restricted to simple quantities and facts.

Yet more important than these commonly termed 3 R's, in the opinion of the conferees, are the social experiences and habits of the child, which should make him well-adjusted to the life going on about him and to the social and industrial life that he has in prospect. Acquaintance with community services, acceptance of home and community responsibilities, familiarity with occupational possibilities of the community are all of outstanding importance to him. The ability to live socially and to get along with the people among whom he does live is the first prerequisite of a social being. The mentally deficient child is not an exception.

Of untold assistance to any person in this task of living with people is the ability to take his place in the world's work. Again the mentally deficient child cannot be excepted, however small his contribution may be. That contribution will in most cases be limited to manual work. Therefore manual experiences must be open to him during his school career. Familiarity with tools and with mechanical processes will be invaluable to him. A large variety of manual activities, reaching out into prevocational and industrial experiences, will help to prepare both the boy and the girl to take intensive training in a particular job when the time for it comes.

The major objectives of teaching health habits and physical development are personal cleanliness, a maximum bodily coordination, and hygienic living. The sciences offer much that can be appreciated, including seasonal activities in plant and animal life, household experiences related to chemistry and physics, and industrial and other manual processes. The arts, including music, dancing, dramatization, form and color, and rhythm of all types, should be capitalized for their possibilities as emotional stabilizers and as a means of enriching the lives of these children so limited in their mode of expression. All of these have their place in the curriculum for mentally deficient children.

Perhaps the peak of the discussion of the conference was reached when it was developed that all of this content material, to serve its greatest purpose, must be integrated into the "unit of experience". Teaching a spelling

lesson or a reading lesson or even making a wooden box loses its significance as a medium of helping the child to adjust himself to life situations unless that process in itself is vividly related to those life situations. Unless it is a part of the whole experience in which the child is participating as a member of the group, it becomes only an isolated element of learning that has no meaning to him. It has been demonstrated that a class project in cooperative living, built around the child's need for shelter or food or some other phase of his natural experience, can give all the opportunity needed for teaching numbers, spelling, reading, social responsibility, manual skills, and even the arts and sciences. Far better to give drill in connection with a living project in which the child is vitally and enthusiastically interested and for which he needs certain knowledge and skills than to place it in its own tight compartment utterly apart from anything that really matters to him.

It need hardly be said that mental hygiene and character education constitute fundamental considerations in any discussion of curriculum adjustment. The conference placed the initial responsibility for these upon the teacher-training institution, in which the prospective teacher should be helped to make his own personal adjustments as well as to understand how to meet the problems of mentally deficient children. Problems peculiar to the residential school, with its selected population and its 24-hour supervision, were discussed. Finally, the responsibility of the State Department of Education toward the problem of curriculum construction for mentally deficient children was considered. There was no hesitation in placing upon that State agency the charge of developing suggestive curriculum material for use in the schools and of providing supervision to assist in the adaptation of the material to local situations.

The conference adjourned, not to forget about its deliberations but to continue to work upon the themes developed. Each member accepted a specific topic for further study and for crystallization into manuscript form, to be submitted to the other members for review and criticism. A second conference was held in May 1935, at which all manuscripts were revised and integrated into a unitary whole, finally to be published by the Office of Education as a "Guide to Curriculum Adjustment for Mentally Retarded Children."⁴

The function of a traveler's guide is to lead the way, to point out the dangers of the road, to call attention to the beauties of the landscape. But he takes not one step for his companion. The traveler must use his own feet, his own ears, his own eyes, if he is to fulfill the purpose of his expedition. It is this function which it is hoped the conference on curriculum for retarded children has helped to perform. No person or group of persons, however skilled, can superimpose a curriculum upon classroom teachers working in a thousand different situations. Specialists can only point out the way in which a curriculum can be developed locally. They must leave to the State and to the community the task of applying the principles evolved to the situation at hand. This is recognized by the conference as it offers to the educational world the "Guide to Curriculum Adjustment for Mentally Retarded Children." The same fact should be recognized by all those who would make use of the contents of the bulletin. The Office of Education is happy that, through the cooperative efforts of members of the conference, it is able to send out

⁴ This publication is now in press.

this report of their deliberations for the use of teachers, administrators, and supervisors everywhere who are concerned with the educational welfare of mentally retarded children.

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PROGRESS IN CURRICULUM REORGANIZATION IN GEORGIA

By Paul R. Morrow, Adviser,
Georgia Program for Improvement of
Instruction in the Public Schools

The first step in reorganization of the curriculum of the public schools in Georgia was made in the summer session of The University of Georgia in 1934. About two hundred school administrators and teachers were enrolled in a course on fundamental problems of the curriculum. This course was carried in the school year, 1934-35, to approximately three thousand white teachers in sixty localities of the State; through the organization of ninety study groups on the curriculum under the leadership of ninety of the two hundred persons who took the course in the summer of 1934, the study phase of the Georgia curriculum program was begun with the teachers of the State.

Fourteen hundred teachers of Georgia were enrolled in courses on the public school curriculum in the summer schools of the several colleges and universities of the State in 1935. Under the leadership of members of these classes from five to ten thousand teachers will study the problems of the curriculum in organized groups during this school year, 1935-36.

The initial step in this state program is to carry study of curriculum problems to all of the teachers of Georgia. This will largely be accomplished during 1935-36. The study program will, however, be continued until that is done. Possibly no other state curriculum program has given as much attention and emphasis to the study period as the program in Georgia; in no other state program, for example, has the requirement been set up and carried out that every study group of teachers on curriculum problems must have a leader especially trained for that work and an adequate library of publications for carrying on the study. In no other state has a minimum study period of two years been established for study of the curriculum by all teachers of the State.

For 1935-36, in the study program a manual has been prepared for the use of teacher study groups and another manual for parent-teacher groups. These were published by the State Department of Education at Atlanta.

In all summer schools of the State last summer, courses on construction of materials for a new curriculum were offered, as well as introductory courses on fundamentals of the curriculum. In all cases experts were brought in from different parts of the country to teach these courses on construction of materials. These courses will be repeated next summer with increased emphasis, as the program in Georgia is now gradually entering the phase of construction of new curriculum materials.

Curriculum laboratories have been established in a number of the colleges and universities of the State. At The University of Georgia about fifteen hundred dollars has been expended for curriculum publications and an equivalent amount has been donated by generous publishing firms.

The cost of the program is being met by the State Department of Education, The University System of Georgia and the Georgia Education Association, with assistance from one of the educational foundations.

The excellent cooperation of all higher institutions of the State, both public and private, has attracted attention generally. Team work in the program between the State Department of Education and the University System of Georgia has been firmly established and effectively carried out. The cooperation of the Georgia Education Association or the State Federation of Women's Clubs and of the Georgia Congress of Parents and Teachers has been close and harmonious.

During last spring the president of the Georgia Federation of Women's Clubs sent a questionnaire on curriculum and educational problems to the members of all women's clubs in the State. This was done to stimulate interest in the curriculum program and, if possible, to derive some suggestions for a new curriculum. An official committee of the Georgia Congress of Parents and Teachers prepared the manual for use of parent-teacher groups in curriculum study during 1935-1936.

To date, the administrative organization of the program has been kept simple. Official committees on Organization of Study Groups, Aims, and Scope have been appointed and are at work. A committee on Procedures will be appointed shortly. General administration has been in the hands of a central committee of nine prominent school people who act as an advisory body to the Director of the program, Mr. L. M. Lester, State Department of Education, Atlanta. Paul R. Morrow of The University of Georgia is the official Adviser.

At all stages, advice has been sought from outside the state and particularly from Teachers College, Columbia University, George Peabody College for Teachers, and from the officials of the Virginia curriculum program.

The official title of the Georgia program is the "Georgia Program for Improvement of Instruction in the Public Schools." The original title was "Georgia Program of Curriculum Reorganization." The change in title has been found to be advisable for several reasons.

Final outcomes in the Georgia program are in the minds and hands of the public school folk of Georgia. Through this program, the public school people are being afforded the opportunity to make and install their own new curriculum, in their own schools, in their own ways, and in their own time. In Georgia, fortunately, a new curriculum can only become possible by voluntary acceptance by teachers, school administrators and the public. There is no legal provision or any compulsory agency, which can prescribe and install a new curriculum in the public schools of the State. The program is democratic in origin, process and aims, whatever else it may be.

THE ACTIVITY PROGRAM IN THE CHICAGO ELEMENTARY SCHOOLS

By James R. McDade, Assistant Superintendent
in Charge of Elementary Schools

While there have been in the past many individual attempts to realize a vitalized curriculum in the Chicago elementary schools, it is only during the past few years that the movement has acquired sufficient coherence and momentum to carry it into every school in the city. Superintendent William J. Bogan has given major emphasis to the need for eliminating the curricular deadwood, and for making the pupil's school experiences genuinely mediate between his environment and his interests and capacities. No doubt the time was ripe for such a move, for profound changes in social and economic conditions have made educators doubly sensitive to the necessity for a new appraisal of basic educational assumptions and processes.

Certain purposes have been kept steadily in mind in the elementary school program. In an era of changing conditions it seems fundamental to diminish regimentation and the imposition of patterns by the school, and correspondingly to widen the scope for pupil initiative and adaptiveness. Responsible freedom is to be attained by substituting directed drive, or internal control, for wasteful external thwarting of initiative through the imposition of forms which are meaningless to the extent that they are unsought and unwanted. In the light of these principles the curricular problem becomes one of making it possible for the pupils to enter freely into experiences which are genuinely individual, and yet consciously and consistently directed toward significant social goals. It is only in this way that the child can effect such an integration as will preserve his individuality and at the same time make him a useful and cooperative member of society.

The varied procedures which have been found effective in radically modifying the work of the schools have been carefully organized. Teachers have been encouraged to attend conventions of educational organizations. In large meetings prominent lecturers have aroused enthusiasm and made clear the aims and purposes of modern education. Each district superintendent has held meetings of the principals for the careful study of modern methods and tendencies. District exhibits have been attended by thousands of teachers. Schools which have developed an especially rich activity program have been extensively visited by teachers from surrounding areas. From the free discussion encouraged at these various meetings and demonstrations there has resulted a better comprehension of the activity program.

A number of experimental schools have been organized in different sections of the city. In each of these schools a serious attempt is being made to develop better curricular material and to foster the development of unforced learning in natural situations. Not only have pupils and teachers responded with enthusiasm, but it is almost as gratifying that the communities concerned have shown the keenest interest in the new work, and have been at all times ready with understanding and active support. It has been found desirable to develop similar schools in the vicinity of the Normal College for use as practice schools. The Normal College has taken an important part in the movement

by training directed toward fitting the teachers for the newer activities. The principals of the experimental and practice schools meet biweekly with the writer for interchange of ideas on the modernization of the curriculum and the development of appropriate school procedures.

At the instance of Superintendent Bogan the great local universities have effectively cooperated with the movement for improving the schools by establishing an extensive in-service training program for Chicago teachers. The large enrollment in these classes and particularly in those dealing with newer procedures is evidence of a new interest among the teachers and principals. The in-service classes are proving a very effective means of extending an understanding of the purposes and procedures of the activity program.

Perhaps no measure has brought better results than the organization of the principals of the elementary schools into local conference groups. Each group includes ten or twelve principals. The district superintendents are members ex-officio of all groups in their districts, and co-ordinate the work. Each conference group undertakes the study of some problem which has been found especially significant, each principal using his own school as a laboratory. Meetings are held monthly at one of the schools. The group visits the work in progress, carries on discussions of its special problem, and prepares reports embodying its conclusions. There is interchange of ideas among the groups, and often the presentation of material to the entire body of principals.

Two years ago the Superintendent appointed a committee of principals, district superintendents, and supervisors to study the handwork problem and to develop appropriate curricular material. The results are now being published in three booklets dealing respectively with the lower, middle, and upper elementary grades. The first section, "Correlated Handwork for Grades One, Two, and Three," has already appeared. With attractive illustrations and with detailed descriptions of typical projects by which teachers may vitalize their work, this booklet is proving another helpful means of implementing the activity program in the lower grades.

There is every reason to feel encouraged by the intelligent interest in the activity program manifested by the principals and teachers of Chicago, and by the new vitality that is daily becoming more evident in the work of the schools.

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BOOKS AND PICTURES FOR EVERY CHILD

By Rebecca J. Coffin
Lincoln School of Teachers College
New York City

A seven-year-old rushed up to the librarian's desk and asked breathlessly, "Do you have an encyclopedia on electricity?" The ingenious librarian answered, "Yes, I think we do," and conducted the small girl over to the shelf of reference books saying, "We will look for the book that has the letter E on the outside."

The natural and active interest of children in the world about them calls constantly for enrichment if it is to develop continuously. The child's question, "What is the inside of a refrigerator car like?" also needs attention, as do a host of other questions which constantly arise in the school of today. The shortage of suitable materials with which to enrich the modern curricula in the elementary field is being increasingly recognized as a matter of grave concern. The demand is for more authentic, up-to-date informational material prepared in attractive form and distributed at a price that places it within the reach of all.

For a number of years leaders in the development of modern elementary school programs have been forced to face this shortage. It has slowly but surely been resulting in the conscious development and selection of informational texts and pictures, the pictures to supply certain specific information that the child desires but which he should not be expected to secure in the early stages through his own reading. The adult to whom the child looks for help also needs information with which to supplement the limited amount the child can gather for himself through pictures and printed pages. BUILDING AMERICA, published by the Society for Curriculum Study, is an outstanding contribution toward meeting this need on the adult and the high school levels.

One of the early and commendable efforts to supply this type of material took form in the "Happy Hour Books" under the leadership of Louise Seaman. In due course of time this series included THE MOTORMAN, THE POSTMAN, THE ENGINEER, THE FIREMAN, THE POLICEMAN, and THE DELIVERY MAN. These books and the others in the series were small, gayly illustrated books and sold originally for fifty cents each. "The Social Science Readers" written by Helen S. Read and illustrated by Eleanor Lee are furnishing very simple pictures and informational material to a large number of primary children. A recent contribution to the field of simple books of information is the "Story Book Series" written and illustrated by Maud and Miska Petersham. This series includes eight books of information on houses, clothes, food, transportation, gold, iron and steel, and coal and oil. These books are most attractively illustrated in color. "The Community Life Series" presented its first book, JIMMY THE GROCERY MAN, in 1934 and a second one, TO MARKET WE GO, this year. Individual trade books have appeared from time to time until at present simple, illustrated information books are a part of practically every publisher's output and range from outstandingly fine examples of the book-maker's art to those which should not be tolerated because they are inaccurate, insincere and shabby. These books range in price from those which are expensive to very inexpensive ones. This whole field of children's informational books is in need of careful survey and evaluation.

A pressing need in the field of reading material for primary children is for a large variety and great number of these stories and books of information which are easy to read and at the same time are authentic, attractive, childlike and inexpensive. Only through a great abundance of such material can reading for pleasure and information become a habit with every child.

Those closely related to schools and school books have not been too keenly aware of the signs of the times. Many of the magazines on the news

stands are becoming increasingly noticeable for their attractive design and makeup. The newer American juvenile trade-books are constantly exciting favorable comment and school books for children of the new Russia as well as school books for children of Italy are news! Holiday House at 225 Varick Street, New York City, is confining itself altogether to the making of fine books for children.

The recent exhibition¹ of "School Books of Yesterday, Today, and Tomorrow" at the Lakeside Press Galleries in Chicago made evident to even the most casual visitor an awakening interest in attractive books for children. Most outstanding for beauty of design, paper, typography and illustration were the modern books from presses in Italy. Noticeable also were the books selected to illustrate experiments in new Russia's school books. Imagination and a serious effort to adapt modern machines to the production of books for children of today were in evidence. One American contribution was the color-text booklets, so exciting that they (and certain of the Italian ones) sent the writer scurrying about the city between trains in an effort to add copies of them to her own collection.

Signs of the times with implications for those concerned with curriculum development may also be seen as one observes the small patrons of the book department in a chain store or a department store or even a book store pouring over Orphan Annie or Dick Tracy of radio fame now done into the series known as the "Big Little Books" and retailing at ten cents per copy. Children are devouring these gangster stories and cherishing the small volumes. Signs of the times are also to be read through the discovery of ONE HUNDRED BEST POEMS by upwards of a million and a half - (so gossip would have it) - parents, teachers and children.

Publishers are becoming increasingly aware of the possibilities in the designing of books for children - of the type arrangement and spacing, the quality of printing and of paper, and the attractiveness and durability of covers. The attitude of experimentation is a little more present - a feeling that new printing processes may make possible new and improved types of reading materials, and these at a somewhat lower cost. The imagination of writers and illustrators, as well as book makers, is being stirred. It remains to be seen what progress can actually be made toward placing these newer materials in the hands of children since the final decision is so often in the hands of conservative and unimaginative adults.

A recent attempt to provide adequate materials for children is to be found in Picture Scripts. They are a cooperative effort on the part of a small group of teachers and a publisher. The teachers are concerned with experimentation in the selection and development of the content of books and pictures for the enrichment of the lives of primary children; the publisher is equally interested in developing a suitable form in which to embody these materials. This experimental group of publications includes at this writing thirteen children's books and four teachers' picture portfolios. The material

¹ This exhibition will be shown in New York City next February under the auspices of the American Institute of Graphic Arts. Publishers and designers have been invited to submit projects for a section on The Text Book of the Future.

has developed over a period of years of experimental study of interests and habits of young children, of collecting and preparing stories and information to meet the needs of these children, and a long continuing effort to help teachers less well-equipped find the materials needed for use in their situations.

Important among the criteria which may be employed in judging material to be used in teaching children are the following: Is the content worthwhile and does it function in the child's life? Will the child's natural reaction be one of interest in the book? Is the content expressed in a direct and dramatic form that has a natural appeal to children? Is the format of the book suitable for its purpose?

BOOKS MENTIONED ABOVE

BUILDING AMERICA published by The Society for Curriculum Study. A magazine of photographic studies of modern problems.

COMMUNITY LIFE SERIES by Jane Miller, Houghton Mifflin Company, Boston. 64 cents. This series includes **TO MARKET WE GO**, 1935, **JIMMY THE GROCERYMAN**, 1934.

HAPPY HOUR BOOKS by Charlotte Ruh, The Macmillan Company, New York, 1929. Now 25 cents. This series includes **THE MOTORMAN**, **THE POSTMAN**, **THE ENGINEER**, **THE FIREMAN**, **THE POLICEMAN**, **THE DELIVERY MAN**.

LITTLE LIBRARY OF SCIENCE, THE, The Colortext Publications, 8 South Michigan Avenue, Chicago, Illinois. \$1.00 for the twelve booklets. Subjects of these booklets: Airplanes, Communication, the Earth, Indians, Lights, Magnets, the Story of Maya, Numbers, Our Bodies, Planets, Railroads, Sound.

ONE HUNDRED BEST POEMS compiled by Marjorie Barrows, Whitman Publishing Company, Racine, Wisconsin. 10 cents.

PICTURE SCRIPTS BOOKS AND PORTFOLIOS edited by Rebecca J. Coffin, Avah W. Hughes, Florence Matthews Tohaika and Lula E. Wright, Edward Stern and Company, Philadelphia, 1935. Books 10 to 20 cents, Teachers' Portfolios 25 cents.

SOCIAL SCIENCE READERS by Helen S. Read, Charles Scribner's Sons, New York. This series includes **AN ENGINE'S STORY**, **AN AIRPLANE RIDE**, **A STORY ABOUT BOATS**, **GRANDFATHER'S FARM**, **MARY AND THE POLICEMAN**, **JIP AND THE FIREMAN**, **MR. BROWN'S GROCERY STORE**, **TALL TREES**, **TALL BUILDINGS**.

STORY BOOKS OF EARTH'S TREASURES by Maud and Miska Petersham, The John Winston Company, Philadelphia. 60 cents. This series includes **THE STORY BOOK OF COAL**, **THE STORY BOOK OF GOLD**, **THE STORY BOOK OF IRON AND STEEL**, **THE STORY BOOK OF OIL**.

STORY BOOK SERIES by Maud and Miska Petersham, The John Winston Company, Philadelphia. This series includes **THE STORY BOOK OF CLOTHES**, **THE STORY BOOK OF HOUSES**, **THE STORY BOOK OF FOOD**, **THE STORY BOOK OF TRANSPORTATION**.

REVIEWS

Report of the Superintendent of Public Schools, Wilmington, Delaware -
Cooperative Curriculum Revision, Board of Education, Wilmington,
Delaware, 1935. 178 pp.

The book, Cooperative Curriculum Revision, issued by the Wilmington, Delaware, public schools presents an account of the curriculum revision program which was begun in the fall of 1931. It contains a statement of the underlying philosophy, the psychology and the social viewpoint, various broad-field programs such as social studies and language arts, a description of the technique by which these programs were developed and how the various units were organized and written, a discussion of the utilization of the courses in the different types of schools and many photographs of actual classroom experiences of teachers and pupils.

This curriculum revision program was founded on a number of principles which have been consciously made operative throughout the four years. First, the curriculum was conceived as a way of looking at life. This meant that it could be intelligently improved only as a broader vision of life was used as the basis of its orientation. The assumption that the curriculum can be improved by studying the curriculum or more specifically that mathematics can be improved by studying mathematics, that art can be improved by studying art, or that English can be improved by studying English was rejected as offering little return for time and energy expended. Rather the areas of mathematics, science, art, and the like were examined in the light of the emerging concepts in the changing social life thereby shifting the center of emphasis and the related system of ideas from within the subject to its functional interrelationships with social living.

In applying this principle much time and thought were given to the study of the social, political, economic, esthetic, and religious aspects of modern social life, the advancement of science and its implications for present day living, the newer philosophy inherent in or developing from the changing social life, the recent developments in the psychology of learning, the relationship of the school to the larger society and to the pupils. The interpretation of meanings accumulated from all of these sources was formulated into a working viewpoint for education. This led to the formulation of new ideas with which to make a reinterpretation of the old curriculum. Emphases were focused relatively more from individual subjects to broad fields, from subject matter to desirable pupils' experiences, from specific learnings to the total behavior of the individual, and from teacher control to increasing pupil participation and cooperation in shaping all aspects of the educative process.

A second principle utilized was that the curriculum must be flexible and dynamic. With a rapidly changing social life, with a living, maturing, growing learner there must go a continuously developing curriculum. To deny this means that the curriculum becomes increasingly ineffective in aiding the learner to adjust intelligently to the realities of the modern world. Accompanying this principle was the assumption that the world must be the learner's

world, not the learner's world as conceived by the adult nor the adult world as considered by the adult but the broader world of the learner as he must relate himself thereto in the process of growth. Very difficult to achieve but very fundamental!

A third basic principle was that the procedure in curriculum revision should exemplify the philosophy and social viewpoint which it was assumed the teacher should utilize in her relationship with her pupils in her classroom. Authoritarian methods of curriculum development were thought incompatible with a democratic, social, classroom, learning environment. Teachers should have opportunity to explore the new experience of curriculum revision under guidance by the same learning procedure as they would use in leading the children to explore new experiences in the classroom. Only in this way can there be a common learning basis for everyone. This meant that the curriculum should be revised by groups of teachers working in committees with the cooperative leadership of individuals with some experience in this area. These leaders would work with the teachers on the democratic, experimental basis, thereby making conscious to everyone this desirable type of learning procedure.

A fourth principle was that the program in any area should be planned as a whole before individual units for individual grades were developed. This planning involved two important considerations: first, continuity in terms of techniques of learning and fundamental meanings and second, relationships to the total experiences of the child in any given year. In thinking through both of these questions, teachers in the given area, such as social studies, as well as those in other areas in all years, participated. In other words, a good social studies program cannot be developed by social studies teachers alone but by them in cooperation with teachers interested in other areas that come into the experience of boys and girls at that year level.

The fifth principle was that there is common to all learners at all age levels a technique of exploring new experiences and refining the meanings and relationships in old experiences. This led to the rejection of a unique theory of learning for arithmetic, reading, geography, history, art and the like. Rather there is a general plan of experiencing in any area which should be made basic in the entire curriculum regardless of the way in which it is organized, i.e., subjects or broad fields. With this in mind there was formulated a general plan for making programs and for writing units operative for the entire curriculum from the first grade through the twelfth in all of the broad fields involved.

A sixth principle was that all learnings should grow out of desirable experiences appropriate to the interests and maturity of individuals. In applying this, large areas were selected rather than small parts of areas, subject lines were broken down, subject matter was placed in its true relationship as one of the aspects of experience, skills and habits were introduced, not as ends in themselves, but as means toward the end of making the desirable experiences more effective and measurement was viewed in relationship to the whole developing experience not in relation to isolated parts of it.

A seventh principle was that the problem of installation of a revised curriculum could be greatly reduced and the quality of such installation greatly improved by following the principles outlined above. When teachers re-

construct a program, using the techniques of learning which will operate in their classroom, both desirable methods of learning and other appropriate aspects of experiences heretofore classified as activities and subject matter assume a more desirable relationship in the total process. Teachers learn these relationships in functional experience so that they acquire a better understanding of their place in the learning process with children. The increasing proportion of members of the educational staff involved in the program has meant opportunity for teachers to carry over almost immediately their experiences in the curriculum learning groups to their classroom learning groups.

To carry out effectively these principles, any revision of the curriculum must include more than a mere examination of subjects. It must include a study of all of the activities of pupils in or outside of the school directly affected by the school. This means a re-examination of all personnel relationships such as teacher to pupil, teacher to supervisor, teacher to administrator, supervisor to administrator and the like. It also means study of extra guidance and curricular activities, relationships of schools to parents and the whole problem of community wants and needs.

To understand better fundamental principles is to offer greater opportunity to improve practice. However, between the two there is always a gap. Part of this is deliberate so that the principle will not become so embedded in practice as to lose its identity. Part of this is uncontrollable due to many conditions operative in a city school system. Cooperative Curriculum Revision offers a challenging statement of how principle and practice may be brought closer together to the end that learning for all persons in the school system may be enriched.

L. Thomas Hopkins, Lincoln School of
Teachers College, New York City.

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Hoffman, M. David, and Wanger, Ruth, Editors - Leadership in a Changing World, Harper and Brothers, New York. 1935. 418 pp. \$1.60.

This volume contains selected writings from the pens of recognized American and world figures who today mold the opinion in our transitional cultures. The collection is intended as a text book in the social studies or language arts curriculum of the secondary school. For the social studies "it provides supplementary reading for the courses in economics, government and social problems." For the language arts "it has the essay and speech literature most significant in contemporary life."

The outstanding merit of this volume is found in the unifying purpose - the frame of reference which dominates the selection and classification of the men and their ideas. This volume is not just another omnibus of the mutually contradictory writings of our contemporaries. It is presented in the hope of helping the reader to see the basic issues which face us today and grasp some of the possibilities of rational solution. The editors evidently take for granted certain assumptions - that we live in a period of transition, and that we must consciously choose from among all the possible values those

which are to give direction to the future. Their use of such a quotation as the following to preface the introduction is significantly of a new world order:

"Modern man is in truth a citizen of the world,
but he does not know it, and therein lies the
tragedy of our times."

Any review of a volume of this nature must indicate the range of the selection. The first paper, "A New Social Order" by Walter Lippmann opens the book. Part two consists of nine papers presenting "challenge to the old economic order" by F. D. Roosevelt, Stuart Chase, Edward A. Filene, Norman Thomas, Norman Angell, Jose Ortega y Gasset, M. Ilin, Andre Siegfried, and Sir Arthur Salter. The editors have wisely chosen representative statements of each of these men bearing directly on the theme of this second section. Each quotation is a complete statement in itself and does not do violence to the integrity of the thought presented in the book or article from which the excerpt is taken.

Part three presents nine papers which contribute to an understanding of "new foundations and trends in government". Woodrow Wilson, J. Ramsay MacDonald, Nikolai Lenin, Benito Mussolini, Aristide Briand, Gandhi, Sun Yat-sen, Arthur Balfour, and Mustafa Kemal are quoted in this section.

Part four develops the concept of a "new social order through education" and Louis Brandeis, Felix Frankfurter, Salvatore de Madariaga, John Dewey and Bertrand Russell contribute to the basic theme.

In the fifth part the editors give "a vision of a nobler life" through the ideas of Sinclair Lewis, John Galsworthy, Thomas Mann, Tagore and Romain Rolland. In this section the reviewer believes the editors might have made a more challenging selection from the works of such men as H. G. Wells, Frank Lloyd Wright, Lewis Mumford, or Charles Beard.

The summary contains passages from Recent Social Trends in the United States, and James Truslow Adams, The Epic of America.

Each selection is prefaced by a short but informative biographic sketch of the author. The book is illustrated with photographs by Margaret Bourke-White.

Paul R. Hanna, Stanford University, California.

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Do you want the Annual Bibliography?

The authors of the Annual Bibliography of Curriculum Making have invested much of their own time and departmental funds in the preparation of this material. They are anxious to know whether this project is worth continuing. If the members are interested in this annual service, they should write a line or two to Mr. Edgar Dale, Ohio State University, Columbus, Ohio.

STATE CURRICULUM DEPARTMENT

COMPREHENSIVE CURRICULUM PROJECTS IN SOUTHERN STATES

Other states are beginning to profit from comprehensive curriculum projects which have been in progress in certain of the southern states during the past few years. These projects have been under way long enough that others may now profit in many ways from this experience. Among the contributions already available is a series of bulletins describing the general plan of organization and the objectives of these various state-wide programs. A list of these bulletins from Arkansas, Georgia, Kentucky, Mississippi, North Carolina, Texas and Virginia, is presented below. In addition to this group of southern states, similar programs are now being projected in Alabama and Tennessee.

Arkansas

The Arkansas Co-operative Program to Improve Instruction: Bulletin I, Study Program. Little Rock, Ark., State Department of Education, 1933. 153 pages. 50¢.

An outline of the administrative organization, principles and aims, study materials for professional and lay groups, the plans for the research aspects of the program, and information regarding the instructional needs of the state.

The Arkansas Co-operative Program to Improve Instruction: Bulletin II, Procedures in Production of Curriculum Materials. Little Rock, Ark., State Department of Education, 1934. 130 pages.

Describing in detail the administrative organization, an outline of the specific steps that may be taken in production, an educational platform and aims for Arkansas, scope of the work of the various grades, illustrative activities and materials, a report on adaptations necessary to different types of schools.

Parent Cooperation in the Arkansas Cooperative Program to Improve Instruction: Little Rock, Ark., Arkansas Congress of Parents and Teachers, 1934. 86 pages.

A bulletin prepared in cooperation with the Department of Education for use by lay groups. It includes materials and suggestions for the discussion of problems facing education and an introduction to the principles underlying modern education.

Other bulletins now available which are concerned with the Arkansas program:

1. Tentative Units for the High School Level in Social Science, English, Home Economics, and Natural Science.
2. A Teachers' Guide for Curriculum Development, Elementary Section. 1935.
3. A Teachers' Guide for Curriculum Development, Secondary Section. 1935.

Georgia

The Organization and Conduct of Teacher Study Groups. Atlanta, Ga., State Department of Education, 1935.

Includes a statement of the purpose of the program, plans for organization and administration of study groups, twenty topics comprising a Study Course in Curriculum, a minimum library for curriculum study groups, as well as other items of interest.

Parent Cooperation in the Georgia Program for Improvement of Instruction in the Public Schools. Atlanta, Ga., State Department of Education, 1935.

A series of topics produced for the use of adult study groups by the Georgia Congress of Parents and Teachers working in cooperation with the Georgia Program for Improvement of Instruction.

Kentucky

A Program of Curriculum Study in Kentucky. Frankfort, Ky., State Department of Education, 1934.

An outline and materials for discussion related to the need for curriculum reorganization and the trends in educational improvement.

Problems in the Organization and Supervision of Instruction. Frankfort, Ky., State Department of Education, 1935. 60 pages.

A symposium of contributions by various members of the Department of Education staff and the training school faculty of the University of Kentucky, dealing with the organization and supervision of instruction in the school and school districts, sample instructional units and related materials, a list of approved textbooks.

Manual of Organization of Instruction in the Elementary Grades. Frankfort, Ky., State Department of Education, 1935.

An introduction to the principles, plans and materials for reorganization of the elementary curriculum.

Mississippi

Mississippi Program for the Improvement of Instruction; Study Program. Jackson, Miss., State Department of Education, 1934. 125 pages. 40¢.

A study program for teachers and school administrators covering the plan of organization for state, regional, county and city groups; a consideration of the social responsibility of the school, together with a summary of social and economic conditions in Mississippi; a consideration of educational programs and plans for their development to meet social needs; sample units, and a bibliography.

Procedures for Production of Curriculum Materials. Jackson, Miss., State Department of Education, 1935. 228 pages. 50¢.

Contains a review of work during the first year of their program, plan of procedure for 1935-36, aims, and objectives, general suggestions for organizing instruction, sample units, the program or schedule of work in elementary and high school, sources of materials, use of instructional materials.

A Parent's View of Curriculum Improvement in Mississippi. Jackson, Miss., Mississippi Congress of Parents and Teachers, 1933. 67 pages. 15¢.

A bulletin designed to help parents understand suggested improvements in the school curriculum, with attention given to such topics as, (1) significant influences in the education of children, (2) planning practical programs, (3) evaluating the results of instruction, (4) financing our public schools, (5) juvenile delinquency, (6) constructive programs of recreation, and (7) stimulating and guiding reading.

North Carolina

A Study Guide for Curriculum Construction for Use in Summer Schools. Raleigh, N. C., Department of Public Instruction, 1934. 18 pages.

An outline for the study of trends in curriculum reorganization which was used as a syllabus for summer school courses for teachers.

Suggested Procedures for Curriculum Construction and Course of Study Building. Raleigh, N. C., Department of Public Instruction, 1934. 107 pages.

A general guide for those responsible for curriculum reorganization in North Carolina. Includes an outline of procedures, principles, and materials for construction of the state course of study.

Texas

Handbook for Curriculum Development. Austin, Texas, State Department of Education, 1936. (Published October, 1935) 200 pages.

The major principles, the plan of organization for curriculum production, reports of committees on various aspects of the curriculum, check-lists for evaluating courses of study, the teaching of beginning Mexican children, a minimum list of books dealing with curriculum development.

Virginia

Organization for Virginia State Curriculum Program. Richmond, Va., State Board of Education, 1932. 26 pages.

The administrative organization for the production phase of the curriculum program, including a brief discussion of the purposes of the program.

Study Course for Virginia State Curriculum Program. Richmond, Va., State Board of Education, 1932.

An outline and materials for the study of the needs and objectives of the program, and the general principles and characteristics of the new curriculum.

Procedures for Virginia State Curriculum Program. Richmond, Va., State Board of Education, 1932. 159 pages.

Brief review of program, personnel of committees and staff, report of committees on principles and aims; steps in production; outlines of interests, activities and related subject-matter for the elementary and secondary curriculum; sample units.

Other bulletins now available from the Virginia Board of Education;

1. Illustrative Materials from Tentative Course of Study for Virginia Elementary Schools, 1933.
2. Tentative Course of Study for the Core Curriculum of Secondary Schools. Lithoprinted, 1933. 806 pages.
3. Tentative Course of Study for Virginia Elementary Schools. Lithoprinted, 1933.
4. Tentative Course of Study for Virginia Elementary Schools, Grades I-VII. 1934.
5. Tentative Course of Study for the Core Curriculum of Virginia Secondary Schools, Grade VIII. 1934.

What Are You Doing in Safety, Health, Art, and other Special Fields?

Requests are being received for information regarding on-going projects in the various states in special phases of the curriculum - safety education, health and physical education, art and music, and the like. If readers would contribute statements as to their interests and problems in this field, and if they would also send in copies of all bulletins and statements as to projects now under way, an early edition of the JOURNAL could be devoted to these interests. Address all communications to Dr. Kenneth L. Heaton, Division of Curriculum Research, Department of Public Instruction, Lansing, Michigan.

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NEWS NOTES

Drost Makes Trip in Interest of BUILDING AMERICA. During the next few months, Mr. Paul Drost, the business manager of BUILDING AMERICA, will make a coast to coast tour for the purpose of promoting BUILDING AMERICA. He will get in touch with administrative officials in the various school systems; teachers of social studies; and teacher training institutions. He will undoubtedly wish to make contacts with individual members in various parts of the country. Members of the Society are requested to help Mr. Drost to reach the school officials who are in a position to increase the subscriptions to BUILDING AMERICA.

The Business Manager reports recent orders of 200 subscriptions from the Sacramento Schools, and 400 from the Detroit Schools. New subscriptions are coming in at the rate of forty per day.

Mr. Snedden writes: As a "retired" professor, I am now living in California, with "Stanford University, Palo Alto, Calif." as a permanent address. I shall be more than ever anxious to keep membership in your important Society. Please change my address in your mailing list. David Snedden.

Joint Session with Research Association. The Executive Committee has accepted the invitation of the American Educational Research Association to hold a joint session devoted to the subject of Curriculum, on Tuesday morn-

ing, February 25, 1936, at St. Louis, during the convention of the Department of Superintendence. The complete program has not yet been formulated.

Social Studies Teachers Discuss Curriculum. The National Council for the Social Studies devoted two sessions of its annual meeting, held on November 29-30, to the curriculum. A. C. Krey, State University of Missouri, read a paper entitled "An Experiment in Curriculum-Making." The program included a consideration of the place of social problems in present curricula; social science as the core of the curriculum; and the six-year sequence in social studies.

Idaho State Curriculum Conference. As part of the Society's program of organization of membership by states, being carried out under the direction of Ralph D. Russell, the first state conference of curriculum workers was held at Boise, Idaho, on November 29th. The conference was held in connection with the meeting of the State Education Association. The committee in charge of this meeting included: J. W. Condie, State Superintendent, Boise; W. W. Gartin, Assistant State Superintendent, Boise; L. L. Carlson, Lewiston; R. F. Campbell, Preston; W. D. Vincent, Boise; R. H. Snyder, Albion; G. W. Todd, Lewiston.

The program included a discussion of the relation of curriculum revision and textbook adoption; a report of progress in the revision of the elementary curriculum; and a report of progress in the revision of the high school curriculum.

Illinois Planning State-Wide Revision in History and Social Studies. At the recent High School Conference held at the University of Illinois, November 21-23, provision was made for setting up a Steering Committee which shall plan a state-wide revision in History and the Social Studies. This program will extend over a number of years, will include the elementary grades, and ultimately may embrace allied fields as well as History and the Social Studies.

Manual of Directions for use in Trait Study. Reports and Records Committee, Progressive Education Association. This manual was produced by a sub-committee of the Commission on the Relation of School and College. It represents one attempt on the part of this Commission to develop new types of records, both for use in secondary schools and as accrediting instruments for entrance into higher institutions. This personality record blank may be procured by writing to Mr. Eugene R. Smith, Beaver Country Day School, Chestnut Hill, Massachusetts. 35¢ charge.

An Experience Curriculum in English. A report of the Curriculum Commission of the National Council of Teachers of English, by W. W. Hatfield and Others. D. Appleton-Century Company, 1935. pp. 323. "This is intended to be a pattern curriculum. A pattern is not itself to be worn; it is merely an instrument to assist in the cutting -- often with allowances for the individual peculiarities of the wearer -- of the cloth to make a dress or suit. So this outline of work in English from the kindergarten or college is to be regarded as illustrative, an exposition of important curriculum principles through their systematic application."

A LETTER

TO THE EDITOR:

You probably remember the story about the people who were going to gather in one spot, and yell so loudly that the people on Mars could hear. It didn't work because everybody listened to see how loud the noise would be.

There is lots of listening going on in regard to the promotion of "Building America". Our membership, as a whole, has not responded to the challenge put to it by the publication of this pictorial magazine.

The magazine has received high praise from Parents Magazine, The National Parent-Teacher, Junior-Senior Clearing House, The New York Times, and many others. Our membership, too, has given it high praise but -- the business office has not yet been deluged with the subscriptions that are essential if the magazine is to thrive.

Our Society has taken an extremely progressive step in establishing this magazine. Jim Mendenhall, our editor-in-chief, and Paul Drost, our co-ordinator, have literally worked night and day to get this magazine going. We owe them a kind of appreciation which ought to be expressed in writing to them, but more important still -- in subscriptions.

I have two suggestions -- Try hard to be responsible for at least ten new subscriptions before our February meeting. Second, why not do what scores of our members plan to do this Christmas -- send a gift subscription to your young--and older--friends?

Edgar Dale.

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NEW PUBLICATIONS

NEW BOOKS

- A'Hearn, C. and Chisholm, J. L. L. - Banking, Insurance. Teachers Lesson Unit Series No. 86. Bureau of Publications, Teachers College, Columbia University. 1935. 24 pp. 25¢.
- Arkansas, State Department of - A Teachers' Guide for Curriculum Development. Elementary Section. The Arkansas Cooperative Program to Improve Instruction. Bulletin No. III. 1935. 193 pp.
- Bruner, H. B. and Linden, G. V. - A Tentative Check List for Determining the Positions Held by Students on Forty Crucial World Problems. Teachers College, Columbia University, 1935.
- Brusse, B. B. and Ayer, F. C. - An Activity Program in Action. Banks, Upshaw and Company, Dallas, Texas. 1935. 197 pp. \$1.50.
- Cohen, H. L. and Coryell, N. G. - Educating Superior Students. Cooperative Studies Carried on under the Auspices of the Association of First Assistants in the High Schools of the City of New York. American Book Company, 1935. pp. vii-340.

- Department of Elementary School Principals of the National Education Association - Socializing Experiences in the Elementary School. Fourteenth Yearbook of the Department, July 1935. 623 pp. \$2.00.
- Georgia State Department of Education - The Organization and Conduct of Teacher Study Groups. Georgia program for improvement of instruction in the public schools. Bulletin No. 1, September 1935. 87 pp.
- Goodfellow, R. C. - An Occupational Survey. Reports of Twenty-Nine Business Concerns of Newark, New Jersey. Newark Public Schools, 1935. Mimeographed. 75 pp.
- Hatfield, W. W. and Others - An Experience Curriculum in English. A report of the Curriculum Commission of the National Council of Teachers of English. D. Appleton-Century Company, 1935. Pp. x-323.
- Herrington, E. M. - Homemaking : An Integrated Teaching Program. D. Appleton-Century Company, 1935. 206 pp.
- Mississippi Congress of Parents and Teachers - A Parent's View of Curriculum Improvement in Mississippi. A bulletin to help parents understand suggested improvements in the school curriculum. Mississippi Congress of Parents and Teachers, Jackson, Miss. 69 pp. 15¢.
- Mississippi State Department of Education - Mississippi Program for the Improvement of Instruction. Procedures for production of curriculum materials. Bulletin No. 2, October 1935. State Department of Education, Jackson, Miss. 228 pp. 50¢.
- Pennsylvania, State of, Department of Public Instruction - The Use of Radio in Developing Instructional Programs. Pennsylvania Curriculum Studies, Bulletin No. 95. 1935. 31 pp.
- Stigler, W. A. - Handbook for Curriculum Development. Bulletin, State Department of Education, Vol. XII, No. 2, February 1936. Austin, Texas. 200 pp.

NEW COURSES OF STUDY

- Arizona, State of - Course of Study for Elementary Schools of Arizona - Bulletin Number Eight, Reading. 1935.
- Cleveland, Ohio - Reading Course of Study for Elementary Schools. Reading for Low Y, High Y and X Groups. Primary Level. September, 1935.
- Gillett, N. and Snedaker, M. - Course of Study in Pioneer Life. University of Iowa Extension Bulletin No. 375. College of Education Series No. 34, November 1, 1935. University of Iowa, Iowa City. 108 pp. 50¢.
- Harris, R. - Course of Study in General Science for Junior High Schools. Holst Printing Company, Cedar Falls, Iowa. 1935. 65 pp. \$1.00. Paper.
- Missouri State - Courses of Study in Junior and Senior High Schools - Basic Syllabus. 1935. Department of Education.
- Pennsylvania, State of, Department of Public Instruction - Course of Study in Highway Safety. Pennsylvania Curriculum Studies, Bulletin 108, 1935. 15 pp.

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SEVENTH ANNUAL CONFERENCE
St. Louis, Missouri

Tentative Program

Saturday Morning, February 22, 1936

RELATING THE SCHOOL CURRICULUM TO THE COMMUNITY
Bess Goodykoontz, U. S. Office of Education, Presiding

- 9:30 I. Description of Noteworthy Practice (10 minutes each)
1. In Elementary Education
Laura Zirbes, Ohio State University
*E. W. Jacobsen, Superintendent of Schools,
Oakland, California
 2. In Secondary Education
Edgar Draper, University of Washington
John Parker, Director of Curriculum, Research and
Guidance, Ft. Worth, Texas
 3. In Higher Education
Malcolm MacLean, Dean of General College, University
of Minnesota
G. Robert Koopman, Department of Public Instruction,
Lansing, Michigan
- 10:40 II. Aids to the Teacher (15 minutes each)
1. In Pamphlets and Other Enrichment Materials
Sam Everett, University of Illinois
 2. In Motion Pictures and Radio
Edgar Dale, Ohio State University
- 11:15 III. General Discussion (30 minutes)

Saturday Afternoon, February 22

- 2:00 Group I. THE PLACE OF EVALUATION IN THE INSTRUCTIONAL PROGRAM
Ben Wood, Educational Records Bureau, Presiding

The Importance of Evaluation in a Program of Effective Learning
(20 minutes)

Ralph Tyler, Director of Evaluation in the 8-Year Study,
Progressive Education Association

Limitations, Illusions, and Dangers in the Evaluation of
Learning (20 minutes)

Jesse Newlon, Director, Lincoln School of Teachers
College

* Acceptance not yet received.

- 2:45 . Panel Discussion: (75 minutes)
 Margaret E. Bennett, Director of Guidance and Curriculum, Pasadena, California
 H. B. Bruner, Teachers College, Columbia University
 P. W. L. Cox, School of Education, New York University
 A. L. Eisenberg, Bureau of Jewish Education, Cincinnati, Ohio
 *S. P. McCutchen, John Burroughs School, St. Louis, Missouri
 J. R. Overturf, Deputy Superintendent of Schools, Sacramento, California
 *Hilda Taba, Dalton School, New York City
 J. W. Wrightstone, Teachers College, Columbia University
 Claire Zyve, Fox Meadow School, Scarsdale, New York

2:00 Group II. INTEGRATION

Hollis Caswell, George Peabody College, Presiding

Report of the Society's Committee on Integration (20 minutes)

L. Thomas Hopkins, Chairman, Lincoln School of Teachers College

A Critical Review of the Report (20 minutes)

*Thomas H. Briggs, Teachers College, Columbia University

Integration from the Psychologist's Viewpoint (20 minutes)

*Raymond H. Wheeler, University of Kansas

3:00

Panel Discussion: (60 minutes)

F. C. Ayer, University of Texas

William H. Bristow, State Department of Public Instruction, Pennsylvania

*C. L. Cushman, Director of Research and Curriculum, Denver

Harold Hand, Stanford University

*H. Gordon Hullfish, Dalton School, New York City

Grayson N. Kefauver, Stanford University

R. D. Lindquist, University School, Ohio State University

*J. L. Meriam, University of California at Los Angeles

Monday Morning, February 24

CONFERENCE ON STATE CURRICULUM PROGRAMS

Fred C. Ayer, University of Texas, Presiding

8:00

Practical Possibilities and Limitations in State Curriculum Programs. (20 minutes each)

State Uniformity vs. Local Adaptation

Speaker to be selected

Possibilities and Limitations of the Teacher's Contribution

Speaker to be selected

Possibilities and Limitations in the Utilization of

Integrating Devices. Speaker to be selected

General discussion of the above or other state problems

(30 minutes)

Tuesday Morning, February 25

9:30

Joint Session with The American Educational Research Association

* Acceptance not yet received.

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